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ABSTRACT

One of four volumes dealing with the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, this manual reports a survey of preschool programs in 16 counties. The goal of the CARE project was to foster collaboration leading to more effective linkages between publicly funded child care and development programs and other service providers. The survey was designed to evaluate project impact and to provide information about preschool programs. Following two training sessions and 6 months prior to intervention, local CARE district coordinators conducted telephone interviews with 120 preschool program directors in eight control and eight treatment counties. The following information was solicited: (1) program characteristics; (2) the program's current and needed services; (3) current networking and collaboration; (4) knowledge of other preschool services; (5) director's attitudes toward collaboration; (6) director's perceptions of the consequences of collaboration; (7) possible barriers to collaboration; and (8) director's professional experience. The results of the pretest indicated that preschool program directors in both the intervention and the comparison counties had very positive attitudes toward collaboration. In the posttest survey (a year later) the whole group of directors showed a slight, but statistically significant increase in their positive attitudes toward collaboration. Perhaps as a result of problems with the survey questionnaire, results did not suggest that the intervention itself had any positive impact on directors' perceptions. The telephone survey script and interview questionnaire are included. (CB)

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SURVEY OF PRESCHOOL PROGRAMS

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A SURVEY OF PRESCHOOL PROGRAMS

IN

TENNESSEE

A Product of The

CARE Linkages Project

An Activity of

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PS 014274

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Section I

OVERVIEW OF THE CARE LINKAGES PROJECT

Background and Project Overview

Young children need security for the present, they need health to grow, they need skills for the future. Many programs and services are available to respond to the needs of preschool children, particularly those who are handicapped or at risk and/or from low income families. However, even with the variety of programs and services that exist, the comprehensive needs of many preschool children are still not being met. Much of this problem is due to the fact that the need for preschool services far exceeds their availability. For example, a recent study of preschool services for handicapped and high-risk children in Tennessee estimates that preschool programs are available to about one third of the children who need them. But this problem is also prevalent among preschoolers who are already enrolled in preschool programs. This is due to the fact that many programs do not offer or have access to a comprehensive range of services to meet the individual needs of the children they serve. Professionals and parents have long felt that better coordination and collaboration among and between preschool programs and other service providers is necessary.

In the fall of 1981, the Head Start Bureau of the Administration for Children, Youth and families issued a request for proposals to develop national research and demonstration projects to increase the collaborative efforts between Head Start and other preschool programs in order to improve the provision of needed health, education and social services. The CARE Linkages Project proposal, submitted by the Tennessee Children's Services Commission, was awarded funding as one of these projects.

About the Commission

The Tennessee Children's Services Commission is a state agency created in 1980 by the General Assembly. Its primary purpose is to work with state agencies, child advocacy groups, interested citizens, and other public and private organizations to improve the quality and quantity of services available to children in Tennessee. The Commission is actively involved in improving the coordination of services among state departments, developing uniform standards for services to children, collecting data and statistics, and keeping programs and citizens better informed about children's issues. Currently, TCSC has a small, central staff and eight district coordinators located throughout the state. A nine-member board of commissioners advises and oversees staff activities.

Major ongoing activities of the Commission include following and reporting on state and federal legislation impacting children and families, assisting in the implementation of a statewide foster care review system, staffing regional children's services councils or coalitions, distributing a variety of juvenile justice funds, and supporting the state's Healthy Child Initiative. The CARE Linkages Project was one of four major projects being carried out by TCSC in conjunction with this initiative which has focused the state's attention on addressing the needs of babies and preschool children.

Project Description

The CARE (Children's Agencies, Resources, Etc.) Linkages Project was designed to foster collaboration leading to more effective linkages between and among publicly funded child care and development programs and other service

providers in order to ensure programs that preschool children served in these programs would receive more of the health, education and social services that they need. The project involved both development and research aspects.

The CARE Linkages model that was developed centered on the formation of two levels of interagency committees: one at the state level called the Core CARE Committee and eight at the local (county) level referred to simply as CARE Committees. The emphasis of the Core CARE Committee was to promote coordination and collaboration among statewide agencies serving preschool children, to respond to problems identified by the CARE Committees, and to serve as an advisory body to the project. The emphasis at the local level was facilitating collaboration and developing linkages among local agencies and individuals serving preschool children such as preschool program directors, health care providers, and social workers. These CARE Committees met approximately monthly for nine months working on solutions to commonly identified needs. A literature review and telephone survey were conducted early in the project so that model development could benefit from as well as complement other collaborative projects.

The CARE Linkages Project was intentionally designed with a strong research component so that it would be clear as to what the results of the project had been and also what factors and conditions encourage and discourage agencies from working together. The results that were obtained from implementation of this model were measured in two ways. First, prior to establishing any of the local CARE Committees and again at the end of the project, an extensive survey was administered to preschool program directors in the eight intervention counties. Preschool directors in eight other closely matched counties where no CARE Committees were formed were also administered the same before and after surveys. The survey covered such areas as attitudes toward collaboration, the effects of collaboration on program staff and the number and types of linkages that exist between programs. A total of 120 preschool program directors participated in these lengthy surveys. A second measure of impact was documenting the actual events that occurred in counties as a result of CARE Committee activities. Based on the literature review and telephone survey, the CARE Linkages Project is apparently the first to include a systematic evaluation of collaboration efforts and their impact.

Results of the CARE Linkages Project indicate that the interagency committee is an effective model for bringing about collaboration and that it appears to work well in a variety of geographic settings. Survey results indicated an initially high and continued interest in collaboration among project directors. Survey responses did not indicate substantial changes between the intervention counties and a group of comparison counties on attitudes toward collaboration. However, the local CARE Committees did appear to go through a similar process over time that resulted in a high degree of collaboration and a small but significant number of linkages occurring in each of the intervention counties.

This manual describes the training of project staff to administer the survey to the preschool program directors, describes the survey and the survey results and, finally, discusses recommended changes and problems with the survey.

Definition of Key Terms

The terms collaboration, coordination, cooperation and linkages are used, often interchangeably, by many professionals, service providers, parents and advocates in reference to improving the delivery of comprehensive services to preschool children. While similar in nature, distinctions in the meanings of these terms can and ought to be made. For the purposes of this report, these terms are defined as follows:

Cooperation is a more informal process of organizations working together to meet goals. For example, the local education agency requests statistical reports be completed by preschool programs to assist in planning. Preschool program directors agree to complete the statistical reports so that children they serve with special needs will have an appropriate program when they reach school age.

Coordination is defined as a formalized process of adjustment and/or utilization of resources (Black and Kage, 1982). For example, the local education agency writes an interagency agreement with a private agency serving multi-handicapped children to serve school age deaf-blind and orthopedically handicapped children of the district.

Collaboration is viewed as a more intensive, planned effort by organizations resulting in a productive meeting of agencies or a point of mutual concern and commitment. Collaboration refers to the process that organizations go through to reach some mutually positive result. For example, several preschool program directors become concerned about the limited early identification and screening being done. The directors contact other preschool directors and service providers to meet about their concern. The group organizes several screenings in the area and decide to meet regularly to discuss other concerns and sponsor annual screenings.

Thus, the concepts of cooperation, coordination and collaboration can be viewed as an increasingly involved and potentially beneficial continuum as far as meeting the individual needs of children in preschool programs.

Linkages are the formal or informal arrangements between agencies to achieve common goals by working together. In other words, linkages are the outcomes of the processes of coordination and collaboration. For example, two agencies have recognized inservice training for working with handicapped preschoolers as a need. They have identified appropriate sources of training and have agreed to conduct joint annual inservice training.

SECTION II

SELECTION OF INTERVIEW RESPONDENTS

Selection of Interview Respondents

Preschool programs selected to participate in the CARE Linkages Project included private not-for-profit program and programs that were publicly funded. The programs that were publicly funded were sponsored by one or more of the following sources:

1) Child Health and Development
2) Developmental Disabilities
3) Handicapped Children's Early Education Program
4) Head Start
5) Mental Health/Mental Retardation
6) Other Publicly Funded Sources
7) Preschool Incentive Grant
8) Regional Intervention Program
9) Title XX Child Development
10) Title XX Day Care

Directors of the programs or their designees at the sixteen project sites were interviewed for the purpose of gathering baseline data before creation of the local CARE Committees as well as at the end of the project period.

SECTION III

PREPARING PROJECT STAFF

Preparing Project Staff

Due to the sophisticated and complex nature of the assessment instruments and the many factors that had been identified which could foster or inhibit the process of collaboration, it was considered essential to thoroughly prepare the district coordinators for the key role they were to play in administering the telephone survey. Two inservice training sessions were held for the district coordinators who would actually administer it to preschool program directors. These sessions were conducted by a project consultant and the state linkages coordinator who worked jointly to develop the survey. The first inservice session was a participatory feedback session where the research consultant sought comments and suggestions on a draft of the survey. The survey was revised accordingly over the next several weeks.

A statement was developed for the first training session by the project consultant and the state linkages coordinator which was to be used by district coordinators to consistently introduce the project and to solicit participation in the survey. (Page 7). An initial contact sheet (Page 11) was also developed to record participation response and to schedule an interview time. In addition, the first training session covered some basic interviewing procedures (Page 13).

The second training session included a review of the initial contact of the preschool program directors and role playing administering the telephone survey. The role playing helped to familiarize district coordinators with the instrument, helped them to anticipate responses and questions, and to estimate the time needed for completion.

Initial Contact With Preschool Program Directors

Hello, my name is_____, and I'm calling from the Tennessee Children's Services Commission. The purpose of our agency is to work to coordinate and improve the delivery of services to Tennessee's children. I am calling to invite your program to participate in an exciting project our agency is presently working on. If you have a few minutes, I would like to tell you a little bit about the project. (Wait for a response. If this is not a good time to talk, schedule call for another time. However, do tell the director that it will only take about 5 minutes to describe the project.)

The project we are presently working on is called the CARE (standing for "Children, Agencies, Resources, Etc.") Linkages Project. The goal of this project is to study and explore the possibilities of improving communication and collaboration among Tennessee Preschool service providers in selected counties. Our project is one of a series of projects that has been conducted across the country to study the types of linkages programs have and to provide a starting point for preschool providers to learn more about each other and the ways preschool services delivery can be improved.

As a research and demonstration project, our project has two major components, an interview component and a services collaboration component. The first component involves an interview with selected preschool program directors like yourself. The interview will be aimed at learning more about your program and the types of services and activities you provide. A special focus will be on the needs your program may have for providing additional or improved services to children. We are also interested in discovering the types of relationships you may have with other preschool providers in your area.

Your participation would involve responding to one survey interview this year—approximately one week from now—and a second interview next year. The information you provide will help our agency learn more about the needs of preschool programs and more about the possibilities for improving service delivery to preschool children, particularly children with handicapping conditions. By conducting two interviews--one now and one a year from now--we will be able to study changes that may have occurred in service delivery systems. This is an especially important part of our project because it will allow us to evaluate the success of the second component, the services collaboration component. This component will involve the formation of committees made up of representatives of preschool programs and other direct service providers such as the Department of Human Services, the Public Health Department, community mental health centers, and the school system. The purpose of the committees will be to bring these representatives together to develop strategies which preschool providers can use to collaborate, or link together, in an effort to improve the delivery of services. This component will be implemented as an experiment. That is, we will be attempting to form committees in only 8 of the 16 counties participating in the project. These 8 counties will be selected randomly after all of the first year interviews have been completed. Therefore, we do not know at this time whether (name) County will be selected to take part in this aspect of our project. If (name) County is not selected to have a committee, we will ask you to participate only in the second interview a year from now.

The reason that we are interviewing 8 counties that will not have committees is to be able to compare the information obtained with the information from counties that had committees to see if the committees had any effect on the service delivery system in those areas. Program directors from all 16 counties who participate in the interviews will receive feedback on the results of this project and the effects of the committees.

This is only a brief overview of the project. However, I will be happy to answer any questions that you may have or to send you a brief description of the project. (Pause in case there are questions.)

Your participation in this project is crucial to its success. Would you be interested in participating? At this point, we are only asking for your participation in the interview. If your county is selected to form a committee, we will be contacting you again to ask for your further involvement.

(Pause for agreement to participate. If director refuses to participate, thank him/her for the time he/she has given you, and terminate conversation.)

A staff member from our agency, (name), will be calling you to conduct the interview. Since we would like to call you at a time that is best for you, I wonder if you could provide me with some times next week that are convenient for you. As I have (staff's name) schedule in front of me, I can schedule an interview time now. One interview takes about 45 minutes to an hour to complete.

(Pause for times and dates.)

Thank you so much for your time and for agreeing to work with us. If you should have any questions, please do not hesitate to call me. My number is _____, and I can usually be reached (time and day).

Initial Contact Sheet

Program name _____

Respondent (name and title) _____

County _____

District Coordinator _____

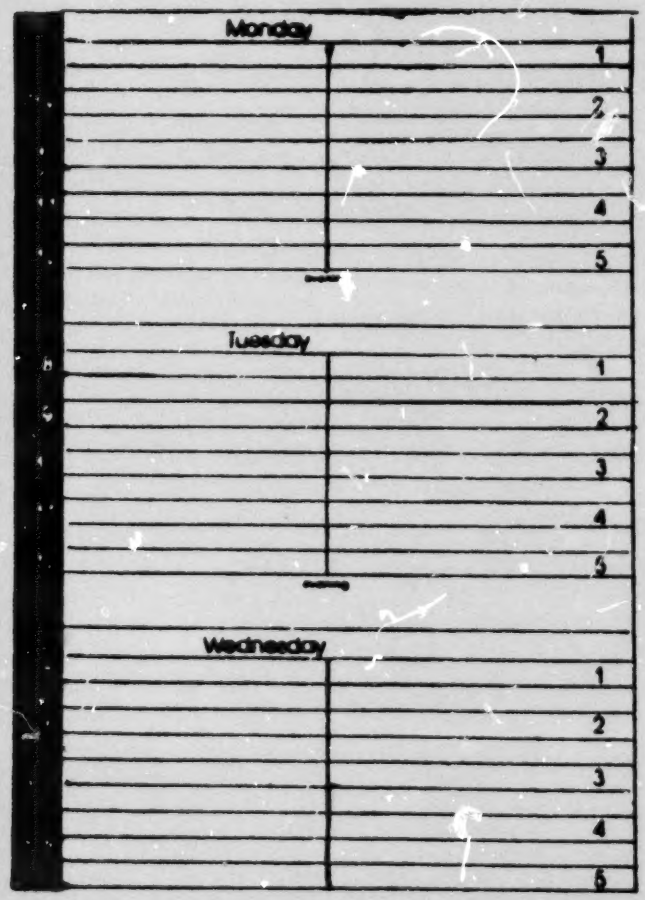
Check one: _____ Agreed to participate

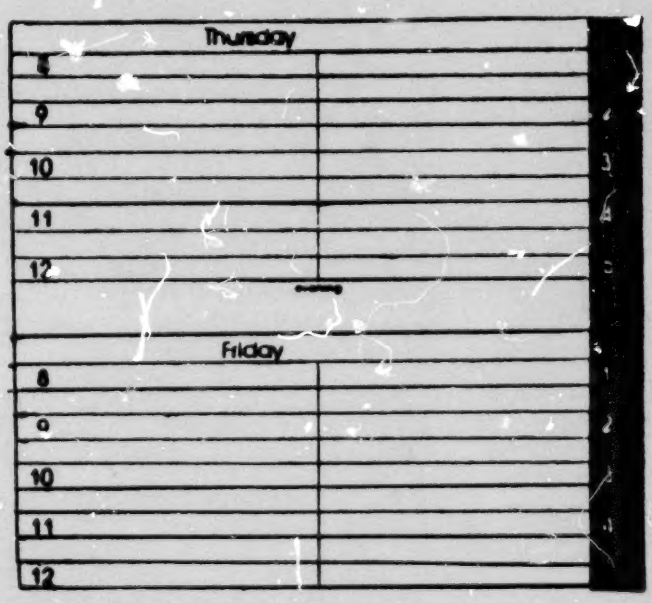
_____ Refused to participate

Reason for refusal: _____

_____

In the calendar below, mark the days and times the respondent can participate that match the days and times the interviewer can conduct the interview.





Provider Project Comments:

Basic Interview Procedures

These guidelines are the procedures to follow during the phone interviews. As you are probably aware, every interview situation is different from all others. Therefore, it is impossible to develop a set of procedures or techniques that will insure success in every situation. This section provides less a "how to" than "what to do sometimes" related to procedures and techniques that work some of the time with some of the people. Successful interviewers continue to develop their own techniques from basic guidelines like these presented in following sections.

Standards and Confidentiality

As TCSC adheres to the highest ethical standards, strict precautions are observed at all times to protect the rights of those whom we interview. These precautions are built into the design of the study, allowing each staff member to collect data with scientific objectivity and to treat with utmost confidence the information offered during an interview that does not pertain to the issues relevant for the district coordinator (i.e., services offered and services needed). Successful and meaningful survey research is dependent on establishing trust between the interviewer and the respondent and continuance of this sense of responsibility throughout all survey activities.

Preparation for the Interview

Be sure you are thoroughly familiar with the purpose of the interview and the interview procedures. Familiarity with the materials will prepare you to approach interviews with a feeling of confidence that will enhance the respondent's first impression. If you do not feel fully-prepared, do not hesitate to discuss your feelings with either local or state linkages coordinator so assistance can be arranged.

Initial Contact

The initial contact with each program director will be made by the district coordinator for that region. The initial contact should be as brief and clear as possible, using language that can be understood by anyone without effort. The goal of the initial contact is to provide each director with a description of the project and why their participation is needed. In addition to informing the director about the project, the district coordinator should attempt to schedule an interview time(s) convenient for the director.

Contacting for the Interview

The description and purpose of the Linkages project probably will need to be repeated by the individual who conducts the interview. The interviewer also will need to identify herself and the Commission.

While most respondents will be satisfied with the basic introductions, the interviewer must be prepared to answer more detailed questions if necessary. At times such questions may not be verbalized or may be hidden in another question or statement made by a potential respondent. Even though not expressed, the person you wish to interview may hesitate because of a suspicion that you are calling for some other purpose. Among the barriers you may encounter are the following:

Absence of understanding about survey research. The individual may not understand what you are doing and why. You need to be prepared to explain briefly why surveys are important and how they are conducted.

Fear of strangers. In some regions, people appear to be suspicious of anyone unfamiliar. this barrier usually can be overcome by repeating the purpose of the call and your name and organization.

Fear that wrong answers will be given making the respondent seem unintelligent. If you sense that this fear is causing reluctance, explain that we are not attempting to test anyone, that there aren't right or wrong answers to most questions, and that everyone's ideas and attitudes are important to the study.

Refusals. Occasionally an individual simply refuses to participate, and there appears to be no way to discover or remove the barrier preventing participation. Attempt to maintain conversation with the individual to continue contact and perhaps the real reason for the refusal will be disclosed. If you ask questions, attempt to phrase them so the answer will be "yes" in order to initiate a positive trend. Often conversation will remove the barrier, and the individual will be less reluctant to participate. Do not, however, pressure the potential respondent so that alienation results.

Both your effectiveness and your own satisfaction with your work will be increased by the knowledge that the job you are doing is legitimate and important, and by knowing what you are doing and how it should be done.

Remember that you have a right to ask a person for information, just as the respondent has a right to refuse to answer. Most people enjoy being interviewed, and many develop interest and insight into matters that they have not thought about before or have thought about in the same way.

If a respondent appears reluctant, the interviewer may have to retreat enough so that the respondent won't be forced to refuse just then. In other words, the interviewer should give the respondent another chance to consider the situation. A tactful, courteous retreat at one time might permit a successful interview on another occasion. The interviewer's intuition and previous experiences in this type of situation are worth more than 10 chapters on "how to". A strategic retreat is worth much more to a study than an outright refusal.

Conducting Interviews

Although personal interaction between interviewers and respondents might vary tremendously from interview to interview, the structure of every interview must be identical for all interviewers and all respondents. The critical duties of an interviewer--asking the questions, probing, and recording responses--must be performed uniformly by all interviewers so that the data collected in the interviews will be comparable, accurate, and complete.

Several specific procedures to be followed are:

1. Ask the questions using the exact words printed on the questionnaire.

Responses are influenced strongly by the way in which a question is worded. If a question is worded differently for different respondents, it will not produce comparable results among interviews. When an interviewer changes the wording in a question--even slightly--answers may change accordingly. There is often a tendency to leave out part of a question or to change some of the words. Also, sometimes an interviewer might ask a question just as it reads but might add a few words at the end, in an effort to be conversational. For example, the questionnaire might read:

> "Where do you get most of your news about current events in this country—from the radio, the newspaper, TV, or talking to people?"
>
> Now, consider the following variations on this wording:
>
> "Where do you get most of your news about current events?" (The last part of the question and the response categories are completely omitted.)
>
> "Where do you get most of your news about current events in this country—from the radio, the newspapers, or talking to people?" (One news source, TV, is omitted.)
>
> "Where do you get most of your news about curent events in this country—from the radio, the newspapers, TV, or talking to people? That is, which one do you rely on most?" (Conversational comment added which changes the question completely.)

Just as altering the wording of the question can affect a respondent's answer, reordering words or phrases within the question also can affect the answer. Where response categories are part of the question, any change in the order of the response categories can distort results. Likewise, omitting or adding response categories also can produce bias in the response. Even when a respondent interrupts a question to give a response, ask if you may read all of the response choices before a final answer is given.

2. Ask the questions in the exact sequence as they appear on the questionnaire.

Question order also must be the same from interview to interview because changes in sequence affect respondent's answers. Answers to one question may influence answers given to another. The meaning of a question might change or be unclear if it is asked out of sequence, and you might miss some questions entirely if you do not follow the prescribed order.

3. Ask every question specified in the questionnaire.

It is not unusual for a respondent to provide in the answer to one question information that seems to answer another question coming later in the questionnaire. In such a case, the interviewer may be tempted to skip the later question. The problem of seemingly already answered questions should be handled in the following manner:

When the interviewer receives information that seems to answer an upcoming question, the information should be recorded under the question where it is received. Later, when the related question occurs, the interviewer should acknowledge to the respondent that she remembers what was said earlier. for example, the interviewer might say: "We've already talked about this topic a bit, but let me ask..." or "You've told me something about this, but this next question asks..." Then the question should be asked exactly as it is worded in the questionnaire. This is because the answer received in the context of one question might not be the same answer that will be received when the specific question is asked directly. An example might help to illustrate the problem:

> Question 1: Now think about the time you and your husband were planning to get married. Did you and your husband put off your marriage for any length of time for financial reasons?
>
> Response: Yes. We had to wait about 8 months until my husband could find a job.
>
> Comment: The respondent has provided a response that includes a precise amount of time that she and her husband put off their marriage while he sought employment.
>
> Note, however, the following question and the response that is elicited.
>
> Querstion 2: After you and your husband decided to get married, how long was it before you actually did get married?
>
> Response. Well, we waited the 8 months while my husband looked for a job and then we had to wait another 4 or 5 months until we could save some money. In all, we waited over a year.
>
> Comment: The response to Question 1 is only a <u>partial</u> answer to Question 2, as shown by the additional information provided in the response to Question 2. An assumption that the respondent waited 8 months to marry after she and her husband decided to get married is, in this case, totally incorrect.

Thus, every question should be asked, even if you think that you already have the information. Acknowledge information already received, but permit the respondent to answer every question directly.

4. <u>Repeat questions that seem to be misinterpreted or misunderstood</u>.

Sometimes you might receive an answer that indicates the program director has not understood the question--that is, the answer seems irrelevant or inappropriate. In this case, one procedure is to repeat the question exactly as it is written. Sometimes the director will ask the interviewer to explain, interpret, or define a word or phrase in the question. As a general rule, the interviewer should not offer any assistance to the respondent in this regard unless acceptable definitions are provided. The interviewer must return the responsibility of interpretation to the respondent. If a respondent says, "What do you mean by 'my community'?", the interviewer can only make a neutral statement like "Whatever 'community' means to you—the area you consider 'your

community'." If necessary, the interviewer can reassure the respondent by making a neutral conversational remark—"There are no right or wrong answers to these questions. I'm interested in the way you feel."
Read the questions slowly.

Although you will become familiar with the questionnaire during the course of a study, you must remember that it is all new to each respondent, and each should be given an equal chance to understand and respond to all of the questions.

When interviewers read questions slowly and carefully, they are demonstrating to the respondent desirable behavior that should be reflected in the respondent's role. If the interviewer seems to race through the interview, the respondent will probably help her by providing short, terse responses. One clear indication that questions are being asked too rapidly is that the respondent continues to ask the interviewer to repeat questions.

6. Providing feedback and encouragement.

While asking questions, particularly these that are free-response questions, the interview can use feedback or reinforcement to quote the program director's responses. Neutral or slightly encouraging comments such as "that's the kind of information we need" can demonstrate that the respondent is on the right track. Respondents generally respond favorably to this type of feedback.

Concluding the Interview

At the end of the interview, you might want to ask if the program director has any questions about what has been asked or about the project. In addition, before thanking the director and ending the interview, you should repeat much of the information you provided in the introduction—the purpose of the overall project, the possibility of being contacted for further participation, and permission to be contacted in approximately a year to answer similar questions.

Summary of the Pretest Survey

The pretest survey questionnaire focused on those factors that, based on the literature, were believed to affect whether an organization chooses to collaborate and, if so, the types of collaborative arrangements that may result. The pretest survey consisted of eight sections.

Section A addressed the characteristics of the programs including ages of children served, the number of children enrolled, types of conditions of children served; eligibility criteria, the number and types of staff: direct, supportive and administrative, program hours, funding sources, regulations and support services. these questions were asked to find out if preschool programs of a certain size, type, or funding source were more interested or involved in collaboration.

Section B attempted to identify the programs' current and needed services as well as the programs' willingness to collaborte in the future on needed services.

Section C addressed other types of networking and collaborative activities in which preschool programs might be involved. These activities included interagency conferences, interagency councils, professional organizations, Child Find or other child identification activities, information exchange, sharing of staff, joint programs and joint discussions on specific children's needs.

Section D addressed knowledge and awareness of other preschool services. Program directors were asked to name other preschool programs in the area. Other questions asked how often the program was in contact with other agencies such as the Department of Human Services, the Health Department, private health care providers, and the local school system.

Section E addressed the preschool program directors' attitudes toward collaboration. Directors were asked to express agreement or disagreement with a variety of statements about collaboration.

Section F addressed directors' perceptions of the consequences of collaboration. Respondents were asked whether they thought collaboration would cause various services and/or activities to improve or get worse. The services and activities included the quality of planning, communication, relationships, use of staff time and morale as well as other activities.

Section G addressed possible barriers to collaboration. Some possible problems which might block collaboration were stated and the respondents were asked to indicate if the problem would be a large problem, a moderate problem, a small problem or not a problem.

Section H included questions about the program director including length of time with the program, amount of education, experience and year of birth.

Introduction to Preschool Program Survey

Hello, my name is _____ and I am calling from the Tennessee Children's Services Commission. _____ (district coordinator) has told me that this would be a good time to interview you concerning your program and the topic of collaboration.

Before we begin the interview, would it be helpful if I reviewed any of the information _____ (district coordinator) has discussed with you concerning our project and the purpose of the interview.

(If so, go through brief summarization of the information in the initial contact).

Many of my questions concern the topic of collaboration among preschool service providers. [For multi-county programs]: Although we realize you serve a number of counties, we are interested primarily in _____ (county). You already collaborate with others outside of _____ county and it impacts on the children in _____ county, we would like this information as well.

We are defining collaboration as a voluntary cooperative working arrangement that involves integrated action or interaction. That is, a working collaborative relationship is more than just a written promise to cooperate or work together.

If you do not have any further questions, we can begin the interview.

PRESCHOOL PROGRAM LINKAGES SURVEY

Program _____ Program Code ___ ___

Respondent _____ Title Code ___ ___
(name and title)

County _____ County Code ___ ___

Region _____ Region Code ___ ___

Interviewer _____ Interviewer Code ___ ___

Date _____

Time started _____

Time ended _____

Section A Program Background

My first set of questions concern your program and the children you serve.

1. First, What ages are served by your program? (circle all that apply) [do not read categories]

   0 1 2 3 4 5 6 7 8 9 10

2. On an average day, what is your enrollment; that is, how many children do you serve?

   _____ children

3. How many children can your program serve; that is, what is your program's licensed capacity?

   _____ children

We are also interested in the children you serve and the conditions they may have

4. Which of the following conditions do you usually serve?

Yes	No	
1	2	Normally developing
1	2	Low income/poverty
1	2	Blind
1	2	Deaf
1	2	Physically Impaired (Orthopedic)
1	2	Health Impaired

		(including autistic)
1	2	Seriously Emotionally Disturbed
1	2	Visually Impaired
1	2	Hearing Impaired
1	2	Speech Impaired
1	2	Mentally Retarded and/or Developmentally Delayed
1	2	Specific Learning Disabilities
1	2	At Risk of Mental Retardation/Developmental Delay
1	2	Gifted

5. Which could you serve:

Yes	No	
1	2	Normally developing
1	2	Low income/poverty
1	2	Blind
1	2	Deaf
1	2	Physically Impaired (Orthopedic)
1	2	Health Impaired (including autistic)
1	2	Seriously Emotionally Disturbed
1	2	Visually Impaired
1	2	Hearing Impaired
1	2	Speech Impaired
1	2	Mentally Retarded and/or Developmentally Delayed
1	2	Specific Learning Disabilities
1	2	At Risk of Mental Retardation/Developmental Delay
1	2	Gifted

6. [For programs other that Head Start]

a. Do you have specific eligibility criteria for enrollment?

1 Yes 2 No 3 Don't know/not sure

b. {IF YES}: What are these criteria?

7. a. [Head Start only] Does your program apply only certain set of Head Start eligibiity criteria for enrollment? That is, are there any Head Start criteria that do not apply to your program?

1. Yes, apply only certain set
2. No, apply all Head Start criteria [go to #8]
3. Don't know/not sure [go to #8]
4. N/A

b. [if yes to 7a] Could you briefly describe these criteria?

8 a. [Head Start only] Does your program have any additional criteria?

1 Yes, additional criteria
2 No, just Head Start criteria
3 Don't know/not sure

b. [if yes to 8a] Could you briefly describe these criteria?

9. How many of each of the following types of direct service staff does your program have?

a._____ full time teachers
b._____ part time teachers
c._____ full time assistant teachers or aides
d._____ part time assistant teachers or aides

10. How many of each of the following types of administrative and support staff does your program have?

a._____ social workers
b._____ program coordinator/assistant
c._____ health coordintor/nurse
d._____ cooks or food services staff
e._____ janitorial staff

f._____ secretarial or office staff
g._____ transportation staff (van or bus drivers)
h._____ other (describe) _____

11. How many volunteers does your program have?

_____ volunteers

12. How many separate centers are operated within this program or is it a single center? {if it is a single center, write in 01}

___ ___ separate centers

13. Does your program serve children in their own homes or do the children come to you?

1 serve in homes
2 serve in center
3 both home and center based
4 other (describe)_____

14. How many days per week does your program serve children?

_____ days

15. What are your program's normal operating hours?

_____ time open _____ time closed

16. Does your program operate in the summer?

1 Yes 2 No {go to #19}

17. Is your summer program different from your regular school year program?

1 Yes 2 No {go to #19} 3 N/A

18. Could you briefly describe this difference?

19. Does your program offer respite care? By respite care, we mean occasionaly keeping childen over the weekend or for a few overnights during the week?

1 Yes
2 No
3 Other (explain)_____

20. Do you have a nutrition education program for your children or staff?

1 Yes, for staff
2 Yes, for children
3 Yes, for both
4 No
5 Other (describe)_____

21. [if yes to #19] Is this a USDA nutrition program or some other type of program?

1 USDA
2 Other (describe)_____

22. Is your overall program considered a public, private not for profit, church sponsored, or some other classification?

1 Public
2 Private not for Profit
3 Church-sponsored
4 Other (describe)_____

23. What is your funding source or sources? (Circle all that apply)

1 Head Start
2 Title XX (Child Development and Day Care)
3 Preschool Incentive Grant
4 Child Health and Development
5 MHMR
6 DD
7 Other public (describe)_____
8 Private (describe)_____

24. What regulations is your program required to follow? (Circle all that apply)

1 DHS Licensure (if yes, also circle 4 & 5)
2 MH/MR Licensure standards
3 AC MRDD accreditation standards
4 State and/or local fire codes
5 State and/or local health/environment codes
6 Department of Education standards
7 Head Start standards (performance or monitoring site visits)

8 Other (describe)_____

25. How many years has your program been in operation?

_____Year(s)

26. Have you experienced any recent cutbacks in financial support?

1 Yes 2 No

27. {IF YES} From which sources? (Circle all that apply)

1 Head Start
2 Title XX (Child Development - Day Care)
3 Preschool Incentive Grant
4 Child Health and Development
5 MHMR
6 DD
7 Other public (describe) _____
8 Other private (describe)_____
9 N/A

28. Do you expect any financial cutbacks within the next year?

1 Yes 2 No

29. {IF YES} From which sources (circle all that apply).

1 Head Start
2 Title XX (Child Development and Day Care)
3 Preschool Incentive Grant
4 Child Health and Development
5 MHMR
6 DD
7 Other public (describe)_____
8 Private (describe)_____
9 N/A

PRESCHOOL PROGRAM SURVEY

Section B Possible Linkage Services and Activities

I would now like to ask you several questions about some services and activities that are believed to be important for preschool children. Most of my questions will be aimed at learning more about the activities and services your program offers. We are particularly interested in those activities and services in which you collaborate or work with other service providers. These providers do not have to be preschool providers.

We're also interested in learning about these activities in which you would be willing to collaborate or work with others. I do want to stress, however, that we are interested only in you openness to the idea of collaboration in these activities--we are not asking for any informal or formal commitment. (Read each activity and appropriate questions.) Again, I would like to repeat our definition—by collaboration, we mean a voluntary arrangement set up between two or more organizations that involves coordination of services or actual sharing of resources.

I. Does your program currently:	YES	II. Do you collaborate or work with other service providers in conducting this service? Yes (Go to next question) No (Go to III)	III. Would you be willing to collaborate or work with others on (activity)? Yes (Go to next activity) No	NO	IV. Would you like to provide this activity/service? Yes (Go to V) No (Go to next activity)	V. Would you be willing to collaborate or work with others on (activity)? Yes (Go to next activity) No
Participate in planning for each child's entry into the public school system?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Include home visits?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide or secure assessments, evaluations, and screening for educational, physical health, or mental health purposes?	YES	Yes No with whom?_____ on what basis_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide inservice training or educational workshops for staff and parents?	YES	Yes No with whom?_____ on what basis_____ (regular or other)	Yes No	NO	Yes No	Yes No

I. Does your program currently:	YES	II. Do you collaborate	III. Would you be or work with other service providers in conducting this service? Yes (Go to next question) / No (Go to III)	NO	IV. Would you like to willing to collaborate or work with others on (activity)? Yes (Go to next activity) / No	V. Would you be willing to provide this activity/service? Yes (Go to V) / No (Go to next activity)	collaborate or work with others on (activity)? Yes / No (Go to next activity)
Organize or encourage staff or parents to influence policymakers on behalf of children?	YES	Yes / No	Yes / No with whom?_____ on what basis?_____ (regular or other)	NO	Yes / No	Yes / No	Yes / No
Attempt to promote public awareness of children's needs?	YES	Yes / No	Yes / No with whom?_____ on what basis_____ (regular or other)	NO	Yes / No	Yes / No	Yes / No
Attempt to promote awareness of your program's services?	YES	Yes / No	Yes / No with whom?_____ on what basis_____ (regular or other)	NO	Yes / No	Yes / No	Yes / No
Attempt to identify potential sources or contributions such as volunteers, money, materials, or facilities?	YES	Yes / No	Yes / No with whom?_____ on what basis?_____ (regular or other)	NO	Yes / No	Yes / No	Yes / No
Provide or secure social services for your children and their families?	YES	Yes / No	Yes / No with whom?_____ on what basis?_____ (regular or other)	NO	Yes / No	Yes / No	Yes / No

I. Does your program currently:		II. Do you collaborate or work with other service providers in conducting this service? Yes (Go to next question) No (Go to III)	III. Would you be willing to collaborate or work with others on (activity)? Yes (Go to next activity) No	IV. Would you like to provide this activity/service? Yes (Go to V) No (Go to next activity)	V. Would you be willing to collaborate or work with others on (activity)? Yes No (Go to next activity)
Provide or secure nutrition education for your children and their families?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No
Provide or secure a nutrition education training program for your staff?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No
Provide or secure mental health services for your children and their families; for example counseling.	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No
Provide or secure medical or health services for your children?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No
Provide or secure dental services for your children?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No

I. Does your program currently:	YES	II. Do you collaborate or work with other service providers in conducting this service? Yes (Go to next question) No (Go to III)	III. Would you be willing to collaborate or work with others on (activity)? Yes (Go to next activity) No	NO	IV. Would you like to provide this activity/service? Yes (Go to V) No (Go to next activity)	V. Would you be willing to collaborate or work with others on (activity)? Yes No (Go to next activity)
Provide or secure legal services for families?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide information and referral services for children your program is not able to serve?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Have parent groups?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide assistance to parents regarding needed services such as Alcoholics Anonymous?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide children and their families with any materials and resources for home use?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No

I. Does your program currently:	YES	II. Do you collaborate or work with other service providers in conducting this service? Yes (Go to next question) No (Go to III)	III. Would you be willing to collaborate or work with others on (activity)? Yes (Go to next activity) No	NO	IV. Would you like to provide this activity/service? Yes (Go to V) No (Go to next activity)	V. Would you be willing to collaborate or work with others on (activity)? Yes No (Go to next activity)
Serve as a field or practium site for students?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide physical education or recreation time for your children?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide special art activities?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide special music activities?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide occupational or physical therapy?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No

I. Does your program currently:	YES	II. Do you collaborate or work with other service providers in conducting this service? Yes (Go to next question) No (Go to III)	III. Would you be willing to collaborate or work with others on (activity)? Yes (Go to next activity) No	NO	IV. Would you like to provide this activity/service? Yes (Go to V) No (Go to next activity)	V. Would you be willing to collaborate or work with others on (activity)? Yes No (Go to next activity)
Provide speech therapy?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Formulate individual goals and a service delivery plan for each child? (i.e., IEP, etc.)	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes NO	Yes No
Provide or secure transportation for children to and from your program's center?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Provide or contract for transportation for children to special services within or outside your community.?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Use any facilities other than your center for special events or services on a regular basis?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes NO	Yes No

I. Does your program currently:	YES	II. Do you collaborate or work with other service providers in conducting this service? Yes (Go to next question) No (Go to III)	III. Would you be willing to collaborate or work with others on (activity)? Yes (Go to next activity) No	NO	IV. Would you like to provide this activity/service? Yes (Go to V) No (Go to next activity)	V. Would you be willing to collaborate or work with others on (activity)? Yes No (Go to next activity)
Pay for maintenance or janitorial services?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes NO	Yes No
Pay for accounting or other administrative services?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Purchase supplies or food in large quantities and/or at wholesale prices?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes No	Yes No
Purchase insurance for use of certain facilities or for transportation?	YES	Yes No with whom?_____ on what basis?_____ (regular or other)	Yes No	NO	Yes NO	Yes No
Other (describe).						
Other (describe).						

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Section C Other Collaborative Activities

In addition to the services and activities we have just read through, there are several other types of collaborative and networking activities that are possible for preschool programs. I am going to read several activities and would like you to please tell me the ones your program has participated in.

Does your program currently participate in:	I. Yes (go to next activity)	No (go to II)	II. Would you be interested in participating in this type of activity in the future? Yes	No (go to next activity)
1) Statewide, county, or local interagency conferences or workshops?	Yes 1	No 2	Yes 1	No 2
2) Statewide, county, or local interagency committees or councils?	Yes 1	No 2	Yes 1	No 2
3) Professional organizations such as the Tennessee Association on Young Children (TAYC), Child Development Association of Tennessee, National Association of Social Workers and others	Yes 1	No 2	Yes 1	No 2
4) Department of Education Child Find Activities or other child identification activities?	Yes 1	No 2	Yes 1	No 2
5) Information exchange with other service providers?	Yes 1	No 2	Yes 1	No 2
6) Sharing direct service staff with other pre-school programs?	Yes 1	No 2	Yes 1	No 2
7) Joint discussions with other service providers on specific children's progress and problems?	Yes 1	No 2	Yes 1	No 2
8) Joint scheduling with other programs for health and social services?	Yes	No	Yes	No

{Before proceeding to Section D, say}:

I would like to have your permission to share the information you have just provided about services and activity and any information about your collaboration experiences with the district coordinator from our agency. We feel this information could be extremely helpful to the district coordinator in learning more about her district and the needs of its preschool programs. This information will be shared only if your county is randomly selected to participate in collaborative workshops. Also, only this information would be shared--information from all other sections of this interview will remain confidential and anonymous District coordinators will be provided with the information from other sections of this interveiw only in group and summary form.

May I have your permission to share the activity information with your _____ (coordinator name)?

1 Yes 2 No

Section D Knowledge and awareness of other preschool services

My next questions concern the other preschool programs and services available in your area.

1. There are several programs for preschool children in your service delivery area. Could you name the ones you know or have heard of? (if no programs are listed, go to #4)

2. Of these programs, how many would you say that you know well?

   1 all
   2 most
   3 some
   4 few
   5 none
   6 N/A

3. How often would you say you or someone in your staff is in contact with one or more other preschool programs in your area? Would you say: (Circle only one).

   1 at least once a day
   2 at least three times a week
   3 at least once a week
   4 at least twice a month
   5 at least once a month
   6 at least once a year
   7 never
   8 other (describe)_____
   9 N/A

4. How often would you say your program is in contact with your county health department? Would you say: (Circle only one)

   1 at least once a day
   2 at least three times a week
   3 at least once a week
   4 at least twice a month
   5 at least once a month
   6 at least once a year
   7 never
   8 other (describe)_____

5. How often would you say your program is in contact with any type of mental health service such as community mental health centers, private psychologists, or other types of similar services? Would you say: (Circle only one)

1 at least once a day
2 at least three times a week
3 at least once a week
4 at least twice a month
5 at least once a month
6 at least once a year
7 never
8 other (describe) _____

6. How often would you say your program is in contact with human services such as DHS? Would you say: (Circle only one)

1 at least once a day
2 at least three times a week
3 at least once a week
4 at least twice a month
5 at least once a month
6 at least once a year
7 never
8 other (describe) _____

7. How often would you say your program is in contact with private health care providers such as doctors, nurses, dentists, and others?

1 at least once a day
2 at least three times a week
3 at least once a week
4 at least twice a month
5 at least once a month
6 at least once a year
7 never
8 other (describe) _____

8. {if not a public school program}: How often would you say your program is in contact with the local school system?

1 at least once a day
2 at least three times a week
3 at least once a week
4 at lest twice a month
5 at least once a month
6 at least once a year
7 never
8 other (describe)_____

9. Of the service providers in your region, which ones do you feel work most cooperatively for the good of preschool children? [if lists only one or two]: Are there any others that come to mind?

Section E Attitudes toward collaboration

I would now like to read you several statements about program and agency collaboration. For each statement, I would like to know the degree to which you agree or disagree with the statement. As I am going to read you a number of statements, it may be helpful to jot down the 5 categories of possible answers. these categories [READ slowly] are strongly agree, agree, neither agree nor disagree, and strongly disagree. [Repeat if necessary.]

The first statement is

My program could benefit from collaboration.

Would you say you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with this statement?

Mark answer near #1 below]

How about—[read #2 and so on in the same manner as above]

1. My program could benefit from collaboration.	SA	A	N	D	SD	DK
2. Programs in this region are too concerned about protecting their own turf to want to collaborate.	SA	A	N	D	SD	DK
3. Collaboration can lead to more complete services for preschool children presently served.	SA	A	N	D	SD	DK
4. Working with other programs on any long-term basis is an impossible task.	SA	A	N	D	SD	DK
5. Most programs gain from collaboration.	SA	A	N	D	SD	DK
6. Collaboration takes too much of a program's time.	SA	A	N	D	SD	DK
7. Collaboration decreases the amount of red tape for a program.	SA	A	N	D	SD	DK
8. Collaboration would increase the conflicts among programs in this area.	SA	A	N	D	SD	DK
9. Collaboration helps a program to have positive relations with other programs.	SA	A	N	D	SD	DK
10. Good staff members are more likely to stay with a program that collaborates with other service providers.	SA	A	N	D	SD	DK

11.	Collaboration increases the time spent on paperwork.	SA	A	N	D	SD	DK
12.	Collaboration would create better communication among preschool providers in this area.	SA	A	N	D	SD	DK
13.	Collaboration costs too much money.	SA	A	N	D	SD	DK
14.	If programs collaborated, they would be less likely to individually offer the same services.	SA	A	N	D	SD	DK
15.	Competition for resources would increase if preschool programs collaborated.	SA	A	N	D	SD	DK
16.	More children could be served if preschool programs and providers collaborated.	SA	A	N	D	SD	DK
17.	By collaborating, my program would have to be more accountable to money spent on program operations.	SA	A	N	D	SD	DK

Section F Perceptions of collaboration consequences

There are a number of things that could happen as a result of cooperatively working with other service providers. I would like to read you several things that could happen. For each, please tell me if you believe it would improve, get worse, or remain the same if preschool providers in your area worked cooperatively.

The first is the quality of planning for preschool services.

Do you believe the quality of planning could improve, get worse, or remain the same?

{Mark answer below next to # 1 and continue to read items in the same manner}

{If the respondent says improve or get worse}: How much do you think it could improve (worsen): a great deal or just a little?

	Improve		Remain the	Get Worse		
	a great deal	a little	same	a little	a great deal	don't know
1. Quality of planning for preschool services.	1	2	3	4	5	9
2. Use of existing services and resources.	1	2	3	4	5	9
3. Communication among preschool programs and service providers.	1	2	3	4	5	9
4. Relationships among preschool programs	1	2	3	4	5	9
5. Availability of a variety of services to children.	1	2	3	4	5	9
6. Use of your program staff's time.	1	2	3	4	5	9
7. The ability of service providers to identify children with health, education, or social service needs.	1	2	3	4	5	9
8. Advocacy for children.	1	2	3	4	5	9
9. Morale among your staff.	1	2	3	4	5	9

		Improve		Remain the	Get Worse		
		a great deal	a little	same	a little	a great deal	don't know
10.	Quality of inservice staff training.	1	2	3	4	5	9
11.	The appropriateness of future placements for your program's children.	1	2	3	4	5	9
12.	Sharing information regarding new practices of serving preschool children.	1	2	3	4	5	9
13.	Your program's awareness of other available services and programs.	1	2	3	4	5	9
14.	Your program's ability to serve more children than it does now.	1	2	3	4	5	9
15.	Your program's ability to provide more services or activities to the children you presently serve.	1	2	3	4	5	9
16.	Your program's ability to track and follow up on the children served.	1	2	3	4	5	9
17.	Morale of preschool programs in your area.	1	2	3	4	5	9

Section G Barriers

In this section, I would like to go through some possible problems that some people say block collaboration. For each, I would like to ask you how big a problem you believe it is for your region.

The first barrier is limited program budgets.

How much of a problem do you believe this is for your area—A large problem, a moderate problem, a small problem, or not at all a problem?

[mark answer next to #1 below]

How about [read #2 and so on]

	large problem	moderate problem	small problem	not a problem	don't know
1. Limited budgets.	1	2	3	4	9
2. The case of one or two programs typically receiving more attention from civic groups than other preschool programs.	1	2	3	4	9
3. Personality clashes among preschool program directors.	1	2	3	4	9
4. Poor communication among preschool programs.	1	2	3	4	9
5. Poor communication between programs and other service providers.	1	2	3	4	9
6. Unwillingness of programs to share resources.	1	2	3	4	9
7. Too much government control.	1	2	3	4	9
8. Lack of trust between programs.	1	2	3	4	9
9. Political dominance of one or two programs.	1	2	3	4	9
10. Lack of time to work together.	1	2	3	4	9
11. Lack of desire of programs to work together.	1	2	3	4	9

Section H Program Director characteristics

I would now like to ask you a few brief questions about your background.

1. How long have you been with this program?

_____months and/or _____years

2a. How long have you served as the program's director?

_____months and/or _____years

b. Do you work fulltime or part-time in this position?

1 fulltime
2 part-time
3 other (describe)_____

3. [If #2 is less than #1 - What other position or positions have you held in this program?

4. Have you been employed by any other preschool programs?

1 Yes 2 No

5. [If yes]: What type of program(s)?

6. [If yes to #4]: What positions did you hold? For how long?

7. Have you had any other experience in human service delivery programs or agencies?

1 Yes 2 No

8. [If yes]: Could you briefly describe this experience (find out description, position, number of years)

9. What was your last completed year of school? [DO NOT READ CATEGORIES]

1 GED
2 high school
3 some college
4 college degree
5 some graduate work
6 master's degree
7 post-master's
8 Ph.D.
9 Other _____

10. [If college degree or greater]: What was your major area of study?

11. [If Head Start]: Are you working on or have you received a Child Development Associate (CDA)?

1 Yes - have or currently working on
2 No - do not have
3 N/A

12. And finally, for statistical purposes, it would be helpful if we could know the year in which you were born: _____.

13 Sex [DO NOT ASK]:

1 Female 2 Male

Thank you so much for all your help. Do you have any questions you would like to ask me?

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Once we have completed our interviews with all selected program directors, _____ (district coordintor) will be contacting you to let you know whether your county has been randomly picked to have a committee formed.

Once again, thank you for your time and cooperation.

SECTION IV

PROJECT RESULTS

Survey Results

The survey was meant to identify changes that occurred in preschool program directors which could be attributed to whether those directors received the treatment or not. In order to assess such changes, a telephone survey was developed. The survey was designed to be a one-hour structured interview. The surveys were administered to preschool program directors in all treatment and control counties during September 1983 by district coordinators prior to creating any local CARE Committees. District coordinators called ahead to schedule the interviews and conducted them with program directors who were outside their own districts. Surveys, slightly revised to reduce length, were administered to the same program directors in June 1984. The survey was written to address factors identified in the literature or based on related projects that could influence the impact of collaborative efforts or indicate whether changes had occurred due to the project.

The primary results of the CARE Linkages Project were assessed in two ways. First, the attitudes and perceptions of preschool program directors in all of the treatment and comparison counties were surveyed before and after the CARE Committees were implemented. This was done in order to determine whether significant changes had occurred which could be attributed to the CARE Committee intervention. The second assessment centered on documenting the process the committees went through and what actually occurred as a result. Observation and self-reporting on the part of the district coordinators served as the basis for this documentation. The survey results and the documented results are discussed in detail in the following two sections.

Survey Results

1. The pre-intervention survey was administered to 120 preschool program directors representing 69 percent of all preschool program directors in the 8 treatment and 8 control counties. The average survey lasted 59 minutes. Out of these 120 directors, 69, or 58% were from treatment counties and 51, or 42% were from control counties. The post-intervention survey, lasting an average of 46 minutes, was administered to 114 of these same preschool directors. Of these 114 directors, 67, or 59% were from treatment counties and 47, or 41% were from control counties.

   According to the results, 83% of the program directors worked full-time. The average age of the respondents was 42 years, with a range from 26 years to 63 years of age. Eighty-two percent of the respondents were female. Furthermore, respondents indicated that they had been with the programs for an average of seven years. Results indicted that 86% of the respondents had college degrees or more education and 45% had master's degrees or more education. Ninety-two percent (92%) of the survey respondents were program directors, while the remaining 8% had other titles.

   According to the geographic/population categories, 65% of the directors surveyed were from urban, 7% from new urban, 19% from rural, and 9% from Appalachian counties.

2. Prior to the intervention, results of the survey indicated no significant differences in responses between preschool directors in the treatment and control counties. Thus, these two groups can be assumed to be from the same basic populations. Therefore, any difference that occurred on ;the post test could more easily be attributed to the intervention and not initial differences in the groups. Since the treatment and comparison groups did not differ, a composite summary of pretest results, including all 120 directors, is reported below.

The survey results indicate that the programs served children with a variety of conditions. The following chart indicates the condition and the percentage of programs which serve each type.

Program Statistics

Types of Conditions Served

Condition	Percentage of Programs Serving
Normally developing	74
Low income/poverty	83
Blind	33
Deaf	35
Physically impaired (orthopedic)	55
Health impaired	51
Seriously emotionally impaired	43
Visually impaired	54
Hearing impaired	52
Speech imparied	82
Mentally retarded and/or developmentally delayed	67
Specific learning disabilities	57
At risk of mental retardation/developmentally delayed	56
Gifted	56

The survey results indicated that 97% of the programs serve three- and four-year-old children, 81% of the programs serve five-year-olds, 63% serve two-year-olds, and 40% serve children one year old or younger.

Funding and Classification

Responses on questions about funding indicate that 13% of the programs receive Head Start funds, 33% receive Title XX, 9% have Preschool Incentive Grants, 2% receive Child Health and Development funds, 13% receive funds from the Department of Mental Health and Mental Retardation, 4% receive Developmental Disabilities funds, and over 55% receive funds from other public and private sources. Many of the programs have more than one funding source.

Results indicate that 68% of the programs have experienced recent cutbacks and 11% expect cutbacks within the year. Forty-three percent of the programs are classified as public, 51% as private not-for-profit, 3% are church-sponsored, and 14% have other classifications.

Regulations

Respondents indicated that they were required to follow the regulations of the following agencies:

Percent of Programs	Type of Regulation
74	Department of Human Services licensure
17	Mental Health/Mental Retardtion standards
7	ACMRDD Accreditation standards
88	State and/or local fire codes
87	State and/or local health/environments
23	Department of Education standards
12	Head Start standards (performance or monitoring site visits)
24	Other standards/regulations

Collaborative Activities

Fifty-four (54%) to 77% of respondents perceived that they were already collaborating on the following services or activities:

-providing inservice training;
-serving as field sites for college/university students;
-promoting awareness of children's needs;
-providing and securing assessments and evaluations;
-providing information and referral services.

Twenty-three percent (23%) to 45% of respondents indicated a willingness to collaborate on the following services and activities:

-purchasing of supplies and/or food in bulk or wholesale;
-providing physical education and recreation;
-providing art activities;
-making home visits.

The following chart indicates the percentage of all pretest respondents participating or interested in collaborative activities.

	Percentage Participating	Percentage Interested
Workshops	95	4
Committees	74	21
Professional organizations	92	6
Child Find	57	37
Info exchange	86	12
Share direct services	37	30
Joint discussion	82	14
Health & social serv.	44	37

Attitudes Toward Collaboration

Ninety-four percent (94%) to 97% of respondents indicated that they agreed with the following statements:

-My program could benefit from collaboration.
-Collaboration can lead to more complete services for preschool children.
-Most programs gain from collaboration.
-Collaboration helps a program to have positive relations with other programs.
-Collaboration would create better communication among preschool providers in the area.

Twenty-eight percent (28%) to 43% of the respondents expressed concern that collaboration might:

-increase red tape;
-increase paperwork;
-require programs to be more accountable;
-not succeed because preschool programs in the area would be too concerned about protecting their own turf.

Consequences of Collaboration

Sixty percent (60%) to 68% of the respondents indicated that collaboration would improve the following:

-quality of planning for preschool services;
-communication among preschool programs and service providers;
-advocacy for children;
-relationships among preschool programs;
-sharing of information regarding new practices of serving preschool children.

Two percent (2%) to 5% of the respondents indicated that collaboration would make the following worse:

-use of program staff's time;
-program's ability to serve more children than it does now.

3. Post-Intervention Survey Results

Statistical analyses were conducted in order to determine whether or not the intervention had an impact on the attitudes and perceptions of preschool program directors in the intervention counties. Data from programs in the 16 counties involved were submitted to analysis. Eight of these counties' programs had received the intervention. The assignment of counties to the intervention and non-intervention groups were randomly determined.

Each progrm completed a set of questionnaires at two different times. The pretest was administered prior to the onset of the intervention and a post test was administered six months later. Two secitons of these surveys

were analyzed: the section eliciting programs' attitudes regarding collaboration; and the survey evaluating perceived consequences of collaboration.

A 2 X 2 Analysis of Variance (ANOVA) was conducted to assess the effect of the intervention on the characteristics considered by each of these surveys. The two factors were Group (intervention and non-intervention counties) and test (pretest and post test). On the attitude survey a significant effect of Test was obtained (F)1,29)=8.11,p .Ø1). This means that a difference was obtained in the scores from one administration to the next. In this case, the source of the effect was that the programs' attitudes regarding collaboration positively increased. However, this increase did not vary as a function of whether the programs were located in intervention or non-intervention counties. The ANOVA conducted on the data furnished by the consequences questionnaire failed to produce any significant differences. The implication of these results is that the intervention did not appear to have a statistical impact on the perceptions of directors from intervention counties regarding the consequences of collabortion.

SECTION V

DISCUSSION

Discussion of Survey Results

The results of the pretest indicated that preschool program directors in both the intervention and comparison counties had very positive attitudes toward collaboration and very positive perceptions of the consequences of collaboration on their children, their staff and their programs. These extremely positive pretest results may be an indication of how thoroughly accepted the notions of coordination and collaboration are among preschool program directors. This does not mean that these notions are always implemented.

The high scores may also be a result of the county selection process. At the beginning of this project, district coordinators were asked to identify counties across the state which they felt had good potential for preschool program directors and other preschool service providers to work together. The intervention and comparison counties were selected from this pool of "good potential counties." This undoubtedly caused the results to indicate a more positive view of collaboration than if the counties had been totally randomly selected.

A third possible reason for such positive responses was the nature of the survey itself. The survey questions and response categories may not have been neutral enough. That is, it was apparent for many questions what the "best" answer would be. Some directors later indicated that their responses had been somewhat biased toward collaboration because of the way questions were worded. In addition, it appears that respondents interpreted the definitions and concepts related to coordination, collaboration and linkages in different ways. Some directors tended to consider any interaction they had with other agencies as collaboration which contributed to higher collaboration results.

Results on the post test also showed little difference in the way directors from either the intervention or comparison counties responded. Responses continued to be extremely positive toward collaboration and its effects. In fact, on the post test survey, the whole group of directors showed a slight, but statistically significant increase in their positive attitudes toward collaboration. As in the pretest, there was no distinction between the way intervention or comparison county directors responded on the post test. Thus, in terms of attitudes and perceptions, it appears that the creation of local CARE Committees did not significantly improve in the intervention counties vs. the comparison counties. However, due to the fact that many preschool program directors from the comparison counties were well aware of the activities of the nearby CARE Committees and were, to a limited degree, even involved in CARE Committee activities, the creation of the CARE Committees may have contributed to the more positive attitude toward collaboration of both the intervention and the comparison counties.

Another factor contributing to the lack of post test difference between the intervention and comparison counties could very well be the fact that the attitudes and perceptions toward collaboration of both the intervention and comparison county directors was so high initially.

While the results of the survey of preschool directors did not and perhaps, to some degree, were unable to show attitude and perception changes

between the intervention and comparison county directors, the documented results indicate that a great many collaborative activities occurred as a result of the creation of local CARE Committees.

Several weaknesses of the survey were identified. The foremost weakness was the length of time it took to administer the survey (an average of 59 minutes on the pretest and 46 minutes on the post test). Another problem was different interpretation of terms used in the questions by the directors. Anyone considering using such a survey should significantly reduce the length and clearly define all the terminology.

Preschool program directors made other suggestions for improvement. Under Section B, several respondents indicated that some of the services and activities mentioned were not appropriate or needed by the children and families they served. However, this was not one of the response categories. Directors were only asked whether they currently offered the service and whether they currently collaborated or would be willing to collaborate to get the service. As a result, some respondents indicated interest in collaborating when, in fact, a more accurate response would have been that the service was not needed.

Another concern expressed by the respondents was that due to the wording of questions and response categories, it was apparent that there was a "best" answer. In other words, the questions were perceived as being somewhat judgmental. Thus, when respondents did not give the "best" answer, they felt they were reflecting negatively on their program.

In terms of positive aspects of the survey, one of the most useful sections turned out to be the needs assessment section. This needs assessment information was presented to each local CARE Committee at its first meeting. It provided an important starting point for the local CARE Committees to begin planning ways to respond to the identified needs.

The survey was also generally well received by the preschool program directors. They seemed to appreciate the opportunity to describe their programs and to discuss some of the collaborative efforts in which they were already involved.

Of course, the major benefit of the survey was the wealth of information it provided. For instance, it was important to know that the intervention county directors, as a group, did not significantly differ from the comparison county directors when the project began. This fact provides greater confidence that the collaboration activities carried out by the CARE Committees were actually due to the existence of the committees rather than differences between the intervention and comparison county directors. The survey also produced a lot of information about preschool programs themselves in Tennessee that can be used by policy makers and planners, such as the great variety of funding sources and regulations that exist.

The survey was also important since there had been little, if any, previous efforts to systematically evaluate collaborative projects. This survey can provide some guidance for future collaborative projects.